

NOTES ON

Reserve

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I. EDUCATIONAL OBJECTIVES IN THE DEVELOPMENT OF EXTENSION WORK.

Each group engaged in extension education should formulate its objectives. If these are valid statements of the objectives toward which they are individually working, the objectives will differ from State to State. A common national statement of objectives is likely to be merely a "paper" objective.

The extension staff in Ohio has formulated this as its objective:
The aim of education is individual and social growth. The extension staff of Illinois has common objectives which it should formulate.

There are nine areas in which the education of rural people may be carried out: "The T. MacShire Scotch Analysis," arranged in acrostic form.

1. Technical (scientific).
2. Moral (ethical).
3. Aesthetic.
4. Civic.
5. Social.
6. Health.
7. Intellectual.
8. Recreation.
9. Economic.

Extension effort may be spent in one or more of these fields, and greater emphasis may be centered here or there. In some States the extension specialists have no concern beyond areas 1 and 9. Home advisers may emphasize areas different from areas emphasized by farm advisers, and individuals may vary in their opinions as to the importance of areas for particular emphasis.

To show the emphasis of the Illinois extension people the following table is illuminating. The table was based upon ratings given by the members in attendance. Here it will be noted that in general the farm advisers emphasize the economic and technical areas of their work, while the home advisers place stress upon health and beauty; and the staff as a whole parallels the farm

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advisers. Very significant, however, is the fact that the emphasis is widely spread over all the areas. Individuals display greater extremes than these averages would indicate. The perfect proportion of emphasis would not necessarily equal in all nine areas; the needs of the rural groups might demand varying proportions.

Table showing summary of test of area analysis on farm advisers, home advisers, and extension staff, giving the emphasis they have placed on the nine areas.

Areas	Percent			Rank		
	Farm : advisers:	Farm : advisers:	Staff	Farm : advisers:	Farm : advisers:	Staff
Technical	15	11	18	2	5	2
Moral	10	8	10	6	8	6
Aesthetic	8	13	12	8	2	4
Civic	8	8	9	9	9	9
Social	12	12	10	3	4	7
Health	10	15	13	7	1	3
Intellectual	11	11	12	4	5	5
Recreation	11	10	10	5	7	8
Economic	16	12	19	1	3	1

II. THE APPLICATION OF RECOGNIZED TEACHING PRINCIPLES TO EXTENSION WORK.

If we assume that growth is our central educational objective the following principles are applicable to extension work.

1. Growth results from the reconstruction of the experience of the learner.

It is essential, therefore, that activities of the extension department with any group should be directed by and start from the problems, needs, and interests of the group concerned.

2. Growth results from participation in the solution of problems.

It follows from this principle that extension effort should be directed toward assisting individuals and groups to work out their own problems rather than giving them ready-made answers. The objective of the extension worker should be to "work himself out of a job" by making rural people so efficient in solving their problems that extension people will not be needed. (It will be some time before this objective is achieved.)

3. Growth results from changes in attitude in the "right" direction.

It is, therefore, desirable for extension workers to promote "the better way of life" among boys and girls in relation to rural life, to educate the economic-minded farmer about facilities for his womenfolk, to encourage beautification of farm life, to develop sensitivity to the health of the family.

4. Growth results from the execution of a prepared plan.

The most harmful experience a group may have is to start plans which they do not finish. Such experiences are discouraging, destroy moral, and indicate incompetency. It is better to project a few plans that are brought to completion than to start many enthusiastic programs that do not materialize. Projects should be started with caution but pursued with persistence.

5. Growth depends primarily upon satisfaction from success and only secondarily from dissatisfaction with failures.

We should, therefore, foster conditions that promote success, give generous recognition for sincere effort, and build the prestige of our workers. Teachers in school, or in extension work, are extremely slow to praise. They are afraid that if they praise, their people will become conceited. Constructive criticism is necessary but we should conduct weddings as well as funerals.

6. Measurement is essential to growth.

Wherever possible, results should be measured. As a matter of routine in setting up a plan, measurement should be included as one of the essential steps of every program.

III. ESSENTIAL PRINCIPLES IN EFFECTIVE COORDINATED EFFORT.

1. Coordination is dependent upon a plan.

Where individuals and groups are engaged in contributory services there can be no coordination unless a plan is developed and the points of coordination indicated. When lack of coordination appears there is lack of a plan agreed upon. One does not know what the other is doing, and duplication and conflict ensue.

2. Techniques of coordination are essential to cooperation.

As a matter of course we observe that good plans well formulated by a group fail of coordinated effort because details of organization are not worked out. Some one must stay with the project until each cooperator knows specifically and definitely what his responsibilities are.

3. Supervision of the plan to see that it is carried through is essential.

A well-formulated plan with responsibilities assigned frequently fails of realization because those responsible for a portion of the plan fail to deliver. In every successful cooperative project there is one "spark plug" who furnishes the drive. If a project has no "spark plug" it is just as well not to start it.

IV. EVALUATING THE RESULTS OF EXTENSION WORK.

Evaluation of efforts is an essential procedure in extension work to show whether or not a project is worth while, to locate weaknesses and to indicate points where improvement is necessary.

Measurements may be objective and rigorously scientific or subjective and based upon opinion and judgment, or it may be a combination of both. Ordinarily the instruments of measurement in extension work are of both types; subjective and objective.

It is the obligation of a worker to see that he collects as much evidence as it is possible to collect upon any activity.

For example, let us take from the audience such a problem as the value of the rural youth work in Illinois. Two staff members are engaged in this activity. We know what they do. But are they getting anywhere? This is a fair question. To answer it we can list eight possible measures which when viewed as a mass will give a combined judgment of value. These are:

1. Continuity of attendance by contacted youth.
2. Kinds and amounts of interest displayed by individuals.
3. Number of counties contacted.
4. Total membership.
5. Degree to which youth planned their own programs.
6. Number and kinds of projects completed.
7. Number of programs planned.
8. Number of members reenrolling.

As a matter of routine, we repeat, whenever an activity is being planned, data for measurements should be listed so that they can be collected during the course of the activity.